

# LLOYD-KENNEDY CHARTER SCHOOL

363 Laurens Street P.O. Box 418

Aiken, S.C. 29802-0418

**GRADES** 6-8 Middle School

**ENROLLMENT** 64 Students

**PRINCIPAL** Keisha Lloyd Kennedy 803-644-4824

**SUPERINTENDENT** Dr. Linda B. Eldridge 803-641-2428

**BOARD CHAIR** Dr. John B. Bradley 803-641-2431

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**UNSATISFACTORY**

Absolute Ratings of Middle Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 0         | 3    | 26      | 21            | 1              |

#### IMPROVEMENT RATING:

**UNSATISFACTORY**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 8 out of 11 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**WWW.MYSCSCHOOLS.COM**

**WWW.SCEOC.ORG**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

|             | <b>Absolute Rating</b> | <b>Improvement Rating</b> | <b>Adequate Yearly Progress</b> |
|-------------|------------------------|---------------------------|---------------------------------|
| <b>2001</b> | N/A                    | N/A                       | N/A                             |
| <b>2002</b> | N/A                    | N/A                       | N/A                             |
| <b>2003</b> | Below Average          | Unsatisfactory            | No                              |
| <b>2004</b> | Unsatisfactory         | Unsatisfactory            | No                              |

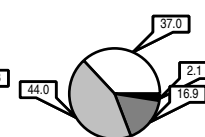
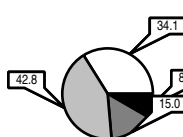
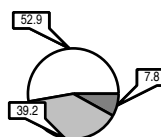
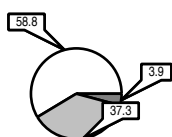
**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

78.7%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Our School****Middle Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

|                                                                                     |                    |                                                                                                                                   |
|-------------------------------------------------------------------------------------|--------------------|-----------------------------------------------------------------------------------------------------------------------------------|
|    | <b>Advanced</b>    | Very high score; very well prepared to work at next grade level; exceeded expectations                                            |
|  | <b>Proficient</b>  | Well prepared to work at next grade level; met expectations                                                                       |
|  | <b>Basic</b>       | Met standards; minimally prepared, can go to next grade level                                                                     |
|  | <b>Below Basic</b> | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**PACT PERFORMANCE BY GROUP**

|                                                                    | <i>Enrollment 1<sup>st</sup><br/>Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and<br/>Advanced (adj.)</i> | <i>Performance<br/>Objective Met</i> | <i>Participation<br/>Objective Met</i> |
|--------------------------------------------------------------------|-----------------------------------------------------|-----------------|----------------------|----------------|---------------------|-------------------|---------------------------------------------|--------------------------------------|----------------------------------------|
| <b>English/Language Arts - State Performance Objective = 17.6%</b> |                                                     |                 |                      |                |                     |                   |                                             |                                      |                                        |
| All Students                                                       | 61                                                  | 98.4            | 52.0                 | 40.0           | 8.0                 | 0.0               | 20.0                                        | Yes                                  | Yes                                    |
| <b>Gender</b>                                                      |                                                     |                 |                      |                |                     |                   |                                             |                                      |                                        |
| Male                                                               | 37                                                  | 97.3            | 60.0                 | 30.0           | 10.0                | 0.0               | 16.7                                        |                                      |                                        |
| Female                                                             | 24                                                  | 100.0           | 40.0                 | 55.0           | 5.0                 | 0.0               | 25.0                                        |                                      |                                        |
| <b>Racial/Ethnic Group</b>                                         |                                                     |                 |                      |                |                     |                   |                                             |                                      |                                        |
| White                                                              | 9                                                   | I/S             | I/S                  | I/S            | I/S                 | I/S               | I/S                                         | I/S                                  | I/S                                    |
| African-American                                                   | 52                                                  | 98.1            | 59.5                 | 35.7           | 4.8                 | 0.0               | 14.3                                        | No                                   | Yes                                    |
| Asian/Pacific Islander                                             | N/A                                                 | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                         | I/S                                  | I/S                                    |
| Hispanic                                                           | N/A                                                 | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                         | I/S                                  | I/S                                    |
| American Indian/Alaskan                                            | N/A                                                 | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                         | I/S                                  | I/S                                    |
| <b>Disability Status</b>                                           |                                                     |                 |                      |                |                     |                   |                                             |                                      |                                        |
| Not Disabled                                                       | 55                                                  | 100.0           | 47.8                 | 43.5           | 8.7                 | 0.0               | 21.7                                        |                                      |                                        |
| Disabled                                                           | 6                                                   | I/S             | I/S                  | I/S            | I/S                 | I/S               | I/S                                         | I/S                                  | I/S                                    |
| <b>Migrant Status</b>                                              |                                                     |                 |                      |                |                     |                   |                                             |                                      |                                        |
| Migrant                                                            | N/A                                                 | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                         |                                      |                                        |
| Non-migrant                                                        | 61                                                  | 98.4            | 52.0                 | 40.0           | 8.0                 | 0.0               | 20.0                                        |                                      |                                        |
| <b>English Proficiency</b>                                         |                                                     |                 |                      |                |                     |                   |                                             |                                      |                                        |
| Limited English Proficient                                         | N/A                                                 | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                         | I/S                                  | I/S                                    |
| Non-Limited English Proficient                                     | 61                                                  | 98.4            | 52.0                 | 40.0           | 8.0                 | 0.0               | 20.0                                        |                                      |                                        |
| <b>Socio-Economic Status</b>                                       |                                                     |                 |                      |                |                     |                   |                                             |                                      |                                        |
| Subsidized meals                                                   | 40                                                  | 100.0           | 48.5                 | 42.4           | 9.1                 | 0.0               | 21.2                                        | I/S                                  | I/S                                    |
| Full-pay meals                                                     | 21                                                  | 95.2            | 58.8                 | 35.3           | 5.9                 | 0.0               | 17.6                                        |                                      |                                        |

|                                                          |     |       |      |      |     |     |      |     |     |
|----------------------------------------------------------|-----|-------|------|------|-----|-----|------|-----|-----|
| <b>Mathematics - State Performance Objective = 15.5%</b> |     |       |      |      |     |     |      |     |     |
| All Students                                             | 61  | 100.0 | 58.8 | 37.3 | 3.9 | 0.0 | 13.7 | No  | Yes |
| <b>Gender</b>                                            |     |       |      |      |     |     |      |     |     |
| Male                                                     | 37  | 100.0 | 67.7 | 25.8 | 6.5 | 0.0 | 12.9 |     |     |
| Female                                                   | 24  | 100.0 | 45.0 | 55.0 | 0.0 | 0.0 | 15.0 |     |     |
| <b>Racial/Ethnic Group</b>                               |     |       |      |      |     |     |      |     |     |
| White                                                    | 9   | I/S   | I/S  | I/S  | I/S | I/S | I/S  | I/S | I/S |
| African American                                         | 52  | 100.0 | 65.1 | 32.6 | 2.3 | 0.0 | 9.3  | No  | Yes |
| Asian/Pacific Islander                                   | N/A | N/A   | N/A  | N/A  | N/A | N/A | N/A  | I/S | I/S |
| Hispanic                                                 | N/A | N/A   | N/A  | N/A  | N/A | N/A | N/A  | I/S | I/S |
| American Indian/Alaskan                                  | N/A | N/A   | N/A  | N/A  | N/A | N/A | N/A  | I/S | I/S |
| <b>Disability Status</b>                                 |     |       |      |      |     |     |      |     |     |
| Not Disabled                                             | 55  | 100.0 | 56.5 | 39.1 | 4.3 | 0.0 | 15.2 |     |     |
| Disabled                                                 | 6   | I/S   | I/S  | I/S  | I/S | I/S | I/S  | I/S | I/S |
| <b>Migrant Status</b>                                    |     |       |      |      |     |     |      |     |     |
| Migrant                                                  | N/A | N/A   | N/A  | N/A  | N/A | N/A | N/A  |     |     |
| Non-migrant                                              | 61  | 100.0 | 58.8 | 37.3 | 3.9 | 0.0 | 13.7 |     |     |
| <b>English Proficiency</b>                               |     |       |      |      |     |     |      |     |     |
| Limited English Proficient                               | N/A | N/A   | N/A  | N/A  | N/A | N/A | N/A  | I/S | I/S |
| Non-Limited English Proficient                           | 61  | 100.0 | 58.8 | 37.3 | 3.9 | 0.0 | 13.7 |     |     |
| <b>Socio-Economic Status</b>                             |     |       |      |      |     |     |      |     |     |
| Subsidized meals                                         | 40  | 100.0 | 57.6 | 39.4 | 3.0 | 0.0 | 12.1 | I/S | I/S |
| Full-pay meals                                           | 21  | 100.0 | 61.1 | 33.3 | 5.6 | 0.0 | 16.7 |     |     |

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

|                              |         | <i>Enrollment 1<sup>st</sup><br/>Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and<br/>Advanced</i> |
|------------------------------|---------|-----------------------------------------------------|-----------------|----------------------|----------------|---------------------|-------------------|--------------------------------------|
| <b>English/Language Arts</b> |         |                                                     |                 |                      |                |                     |                   |                                      |
| <b>2003</b>                  | Grade 3 | N/A                                                 | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
|                              | Grade 4 | N/A                                                 | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
|                              | Grade 5 | 20                                                  | 100.0           | 61.1                 | 38.9           | N/A                 | N/A               | N/A                                  |
|                              | Grade 6 | 18                                                  | 100.0           | 35.3                 | 41.2           | 17.6                | 5.9               | 23.5                                 |
|                              | Grade 7 | 16                                                  | 100.0           | 26.7                 | 73.3           | N/A                 | N/A               | N/A                                  |
|                              | Grade 8 | 9                                                   | 100.0           | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
| <b>2004</b>                  | Grade 3 | N/A                                                 | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
|                              | Grade 4 | N/A                                                 | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
|                              | Grade 5 | 10                                                  | 100.0           | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
|                              | Grade 6 | 17                                                  | 100.0           | 70.6                 | 23.5           | 5.9                 | N/A               | 5.9                                  |
|                              | Grade 7 | 17                                                  | 94.1            | 26.7                 | 66.7           | 6.7                 | N/A               | 6.7                                  |
|                              | Grade 8 | 17                                                  | 100.0           | 47.1                 | 47.1           | 5.9                 | N/A               | 5.9                                  |

|                    |         |     |       |      |      |      |     |      |
|--------------------|---------|-----|-------|------|------|------|-----|------|
| <b>Mathematics</b> |         |     |       |      |      |      |     |      |
| <b>2003</b>        | Grade 3 | N/A | N/A   | N/A  | N/A  | N/A  | N/A | N/A  |
|                    | Grade 4 | N/A | N/A   | N/A  | N/A  | N/A  | N/A | N/A  |
|                    | Grade 5 | 20  | 100.0 | 72.2 | 22.2 | 5.6  | N/A | 5.6  |
|                    | Grade 6 | 18  | 100.0 | 41.2 | 35.3 | 17.6 | 5.9 | 23.5 |
|                    | Grade 7 | 16  | 100.0 | 46.7 | 40.0 | 13.3 | N/A | 13.3 |
|                    | Grade 8 | 9   | 100.0 | N/A  | N/A  | N/A  | N/A | N/A  |
| <b>2004</b>        | Grade 3 | N/A | N/A   | N/A  | N/A  | N/A  | N/A | N/A  |
|                    | Grade 4 | N/A | N/A   | N/A  | N/A  | N/A  | N/A | N/A  |
|                    | Grade 5 | 10  | 100.0 | N/A  | N/A  | N/A  | N/A | N/A  |
|                    | Grade 6 | 17  | 100.0 | 64.7 | 29.4 | 5.9  | N/A | 5.9  |
|                    | Grade 7 | 17  | 100.0 | 56.3 | 43.8 | N/A  | N/A | N/A  |
|                    | Grade 8 | 17  | 100.0 | 58.8 | 41.2 | N/A  | N/A | N/A  |

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**SCHOOL PROFILE**

|                                                                                 | <b>Our School</b> | <b>Change from Last Year</b> | <b>Middle Schools with Students Like Ours</b> | <b>Median Middle School</b> |
|---------------------------------------------------------------------------------|-------------------|------------------------------|-----------------------------------------------|-----------------------------|
| <b>Students (n= 64)</b>                                                         |                   |                              |                                               |                             |
| Students enrolled in high school credit courses (grades 7 & 8)                  | 13.5%             | Up from 0.0%                 | 12.4%                                         | 14.6%                       |
| Retention rate                                                                  | 7.5%              | Down from 7.9%               | 4.0%                                          | 3.0%                        |
| Attendance rate                                                                 | 96.9%             | Down from 97.5%              | 95.5%                                         | 95.9%                       |
| Students with disabilities other than speech taking PACT (ELA) off grade level  | 5.0%              |                              | 6.9%                                          | 5.7%                        |
| Students with disabilities other than speech taking PACT (Math) off grade level | 4.9%              |                              | 6.6%                                          | 5.3%                        |
| Eligible for gifted and talented                                                | 1.5%              | Down from 7.9%               | 12.2%                                         | 14.3%                       |
| On academic plans                                                               | N/AV              | N/AV                         | N/A                                           | N/AV                        |
| On academic probation                                                           | N/AV              | N/AV                         | N/A                                           | N/AV                        |
| With disabilities other than speech                                             | 7.5%              | Down from 12.7%              | 15.1%                                         | 13.9%                       |
| Older than usual for grade                                                      | 6.3%              | Up from 6.2%                 | 5.4%                                          | 4.2%                        |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses      | 4.7%              | Up from 0.0%                 | 1.2%                                          | 0.9%                        |
| Annual dropout rate                                                             | 0.0%              | No change                    | 0.0%                                          | 0.0%                        |
| <b>Teachers (n=)</b>                                                            |                   |                              |                                               |                             |
| Teachers with advanced degrees                                                  | N/A               | N/A                          | 48.8%                                         | 48.7%                       |
| Continuing contract teachers                                                    | N/A               | N/A                          | 81.6%                                         | 81.7%                       |
| Highly qualified teachers**                                                     | N/A               | N/A                          | 91.0%                                         | 90.4%                       |
| Teachers with emergency or provisional certificates                             | N/A               |                              | 4.7%                                          | 5.3%                        |
| Teachers returning from previous year                                           | N/A               | N/A                          | 83.4%                                         | 85.1%                       |
| Teacher attendance rate                                                         | 100.0%            | Up from 96.1%                | 94.9%                                         | 94.8%                       |
| Average teacher salary                                                          | I/S               | I/S                          | \$39,220                                      | \$40,566                    |
| Prof. development days/teacher                                                  | 13.3 days         | Down from 19.0 days          | 10.2 days                                     | 11.0 days                   |
| <b>School</b>                                                                   |                   |                              |                                               |                             |
| Principal's years at school                                                     | 2.0               | Up from 1.0                  | 4.0                                           | 3.3                         |
| Student-teacher ratio in core subjects                                          | 8.0 to 1          | Down from 8.9 to 1           | 21.1 to 1                                     | 21.3 to 1                   |
| Prime instructional time                                                        | 96.9%             | Up from 92.8%                | 89.4%                                         | 89.3%                       |
| Dollars spent per pupil*                                                        | \$7,560           | N/A                          | \$5,549                                       | \$5,821                     |
| Percent of expenditures for teacher salaries*                                   | 58.6%             | N/A                          | 62.3%                                         | 61.8%                       |
| Opportunities in the arts                                                       | Poor              | No change                    | Good                                          | Good                        |
| Parents attending conferences                                                   | 99.0%             | No change                    | 95.6%                                         | 95.0%                       |
| SACS accreditation                                                              | No                | No change                    | Yes                                           | Yes                         |
| Character development program                                                   | Average           | N/A                          | Average                                       | Good                        |
| * Prior year audited financial data are reported.                               |                   |                              |                                               |                             |
|                                                                                 |                   | <b>Our District</b>          | <b>State</b>                                  |                             |
| Highly qualified teachers in low poverty schools**                              |                   | 90.4%                        | 92.0%                                         |                             |
| Highly qualified teachers in high poverty schools**                             |                   | 92.7%                        | 91.1%                                         |                             |
|                                                                                 |                   | <b>State Objective</b>       | <b>Met State Objective</b>                    |                             |
| Highly qualified teachers in this school**                                      |                   | 65.0%                        |                                               |                             |
| Student attendance in this school                                               |                   | 95.3%                        | Yes                                           |                             |

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The LKCS Academic Objective 1 states, "All students will meet challenging academic standards." Therefore, the LKCS Teacher Lesson Plans, which are based on SC Curriculum Standards, serve as a determiner that we are implementing State standards in core academic subjects. Additionally, all LKCS teachers must maintain Teacher Guidebooks which include: SC Curriculum Standards, Lesson Plans, Supplementary Materials, and Tests/Evaluation Tools. These guidebooks can be viewed at any time by the District Superintendent of Instruction, Dr. Roberson. The Teacher Lesson Plans and Teacher Guidebook Review offer concise and precise documentation that these tools are currently being utilized. Additionally, the LKCS employs TAs to provide one-on-one academic assistance to those students who the LKCS teaching staff feel would benefit from supplementary instructional services in Math, English/Language Arts, Science, and Humanities (Social Studies). The LKCS also runs an EAA After-School Program on Tuesdays and Thursdays to prepare students for PACT. All students are eligible, but the LKCS targets those students who have scored Below Basic on last year's PACT or students who are failing two or more core subjects. Moreover, to create a safe learning environment in the middle school, the LKCS Advisory Board, Disciplinary Sub-Committee, and staff strictly enforce the LKCS Student Discipline Policy. Additionally, the LKCS conducts monthly fire drills with its faculty and student body. In case of a terrorist attack, or any other emergency, the LKCS will implement those procedures listed in the Aiken County Public Schools Crisis Response Handbook. Handbooks are posted in every classroom, office, kitchen, and lounge area in the LKCS facility. The LKCS Academic Objective 2 states, "All students will develop a solid foundation for learning." Therefore, LKCS students are being taught to read independently according to their grade level. To accomplish this goal, the LKCS is utilizing standardized tests like the Terra Nova and PACT to monitor and gauge student progress in Reading. The LKCS has showed marked improvement across all grade levels on the PACT ELA performance scores of its students. During middle school years, students are demonstrating an improved mastery of state standards in the core academic areas: English/Language Arts, Mathematics, and Science. Since many of our students come to the LKCS performing well below the acceptable curriculum standards for their grade levels, teacher lesson plans may also include basic fundamentals to support a particular lesson. These measures offer exact documentation that state standards are currently being utilized. Monthly LKCS Governing Body meetings, where parents are required to verify participation by signing in, help to ensure parent involvement in student education. Additionally, parents, students, and staff met at the end of the first nine-week period to create and sign Student Academic Contracts. Moreover, all LKCS parents are required to sign Parent Volunteer Contracts. This year, the LKCS offered Algebra I and English I to its eligible 8th grade students. Additionally, Teacher Lesson Plans provide a challenging academic program for our students, by keeping them on grade level. The LKCS also has a Computer Lab for its students to encourage the use of technology in the classroom. Additionally, a review of teacher lesson plans illustrates the use of technology (video, audio, overhead, PowerPoint, and Internet) to enhance instruction and student learning. Finally, the LKCS adopted three co-curricular projects (Humanities/Helping Hands Project, Horticulture/Park Improvement Project, and The History of Aiken Production) this year under its Serve and Learn initiative.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

|                                                               | <b>Teachers</b> | <b>Students*</b> | <b>Parents*</b> |
|---------------------------------------------------------------|-----------------|------------------|-----------------|
| <b>Number of surveys returned</b>                             | 2               | 13               | 14              |
| <b>Percent satisfied with learning environment</b>            | I/S             | 53.8%            | 64.3%           |
| <b>Percent satisfied with social and physical environment</b> | I/S             | 38.5%            | 50.0%           |
| <b>Percent satisfied with home-school relations</b>           | I/S             | 66.7%            | 76.9%           |

\*Only students at the highest middle school grade level at this school and their parents were included.